



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Reviews

Curso Práctico de Español para Principiantes. By G. CHERUBINI.
The John C. Winston Company. The Winston Modern
Language Series, XXXII+269 pp.

Preface. The author announces definite principles, summarized as follows: 1. Only the fundamentals of grammar are given. 2. To avoid abrupt transitions enough material is supplied to keep the students on each important grammatical point for one full week. 3. Dialogue form lends itself to oral drill. 4. Topics and vocabularies consist of conversational words. 5. Grammar is taught inductively. These principles are the same as those used in a companion volume, *Cours Pratique de Français*, by Dr. E. B. de Sauzé. The material was actually tested in the Cleveland schools before it was printed. Such a test should be invaluable and ought to be applied to every grammar before it is published. In a Foreword the author explains how the lessons should be taught; this Foreword should be carefully studied.

Introduction. The rules for pronunciation contain brief directions for the position of the organs of speech in the formation of the various sounds. Not much account is taken of exceptions or niceties; technical phonetic terminology is wisely not used without explanations. The sound of *ch* in the Scotch "loch" will probably be unfamiliar. The representation of consonantal sounds before the several vowels (section 4) is good, although the reviewer would put the vowels in alphabetical order. In syllabification (p. xxx) a treatment of *s* would be helpful.

In considering the thirty lessons that form the body of the book, it must be remembered that a full week (or five recitation days) is to be devoted to each lesson. Thus ample time is allowed for the practice so necessary in teaching by the direct method. So far as seems compatible with good results, English is eliminated. Each lesson contains a single grammatical principle, or two or three related principles, and also some additional matter, such as the tense of a verb, an idiom, etc. Each lesson begins with a *lectura* which illustrates the principles involved in the subject matter of the lesson. This is followed by the *gramática*, written in Spanish. Then come the *ejercicios*, usually three in each lesson, and the *vocabulario*. Each of these divisions deserves some comment.

Lectura. The reading lessons treat topics of every day life, and contain useful vocabularies. They also illustrate the grammatical rules of the lesson, usually adequately. Occasionally, there are insufficient examples of important principles; thus, on page 132, lines 19 to 23, are found two unconvincing examples of the future of probability; yet the reading lesson is long enough to contain half a dozen good examples. In all compositions artificially built around a given topic or given rules, it is hard to produce natural Spanish. On the whole, these specimens are quite usable, but there are matters of detail which should be revised and improved. On pages 14 and 28, the subject pronoun *él* is too prominent; page 57, line 24, *pues que* does not seem as appropriate as *puesto que* or *como*; page 63, lines 4, 5, *le* and *lo* are direct objects referring to the same person in the same sentence; page 80, line 17, *ino que no me baño!* is obscure; page 149, lines 16-19, the same persons are addressed formally and informally in one sentence. In these and other instances, a revision would improve this reading material, which is a very important and valuable feature of the book. It should be noted that great familiarity with conversational Spanish is essential for teaching these lessons well. Many idiomatic phrases must be explained with little or no help from the vocabulary.

Gramática. The grammatical rules are written in Spanish. Usually examples precede rules, but this order is not infrequently inverted, especially toward the end of the book (cf. page 113, rule IX and page 147, rule I). Sometimes no examples are given. Many will take issue with the author on the matter of writing rules in Spanish. A great burden of explanation is thrown upon the teacher. The reviewer is inclined to sympathize with Mr. Cherubini's idea, for the reason that a maximum of Spanish in the class room is advisable. In any case, the rules as they stand should be materially improved. A number of instances of artificial Spanish, of inaccurate statements, and of obscurity have been noticed. To give some examples: page 35, rule III, no allowance is made for *ti*; page 41, rule III, the mention of the personal pronoun without the word *disjunctive* is confusing; page 94, rule IV, *que* is an unfortunate choice as an illustration of the preposition before the infinitive; page 112, rule III, the statement is as true of the third person singular as it is of the third plural; page 47, rule III, the plural forms of *mejor* and *peor* should be given; page 51, rule I, both examples are of *o* verbs. The use of the perfect tense before lesson 20 does not always agree with the correct rule for its use in that lesson. Occasionally English is admitted in explaining difficult idioms such as the English auxiliary *do*. If English is allowed at all, it would be serviceable in numerous places where not used.

Ejercicios. In nearly all the lessons the exercises are of three kinds—Spanish questions to be answered in written Spanish, sentences with blanks to be filled in, and English sentences to be translated. There are very few variations from these three types. The Spanish questions deal with the subject matter of the *lectura*. It is perhaps impossible to make such questions seem always natural. On the whole, Mr. Cherubini has composed a very serviceable set of queries. In order to answer them students must know the *lectura* well. Questions to be answered orally are left to the teacher, as they should be.

An excellent feature is furnished in the sentences which contain blanks. This is the best executed part of the book. In nearly every case the ability to fill these blanks implies the understanding of a principle.

The English sentences are only fairly connected in sense, and are somewhat complicated. If translation from Spanish to English is unfortunate in its results, what are the advantages of translation from English to Spanish? Valuable training is possible in translation from English to Spanish and vice versa, but in neither case can it be said to fit in with the direct method or to create a Spanish atmosphere. The English sentences could be simplified by a thorough revision and thereby improved.

Miscellanies. The maps are reproduced with place names in English. Some errors are to be noticed in the pictures. It is misleading to suggest that the *Escorial* is in Madrid. In the picture entitled *Sevilla—La Giralda*, the Giralda is in the background, while it is the *Torre del Oro* which is in the foreground. The book contains several songs with music. Each page of the book has its number written out. On pages 200 and above, the form *doscienta* is given, apparently in a mistaken effort to bring about agreement with *página*. There is an adequate appendix on numerals and verbs. The Spanish-English vocabulary does not contain all words; numerous omissions, probably intentional, have been remarked of words in the anecdotes and in the grammatical explanations. In the book there are some twenty misprints or oversights, mostly unimportant.

The author is to be congratulated for putting into separate lessons the preterite and imperfect tenses and the future and conditional tenses.

Mr. Cherubini's book is written chiefly for High School students. The reviewer does not recommend its use in colleges, unless considerable time can be devoted to each lesson. The author has definite pedagogical principles, carefully worked out in actual teaching. He has the courage to eliminate material which he considers unfavorable to the direct method. In practical use in the class room this material will appear to better advantage

than it does in print. The reviewer believes that to insure accuracy in a second edition, the grammatical rules should be partly rewritten, and some of the reading material and exercises, especially the English sentences, be revised.

JOHN VAN HORNE

University of Illinois.

Histoire de France. Cours Élémentaire. Par Ernest Lavisse de l'Académie Française. D. C. Heath & Co., 1919. VI+247 pp.

Not every historian has the versatility to edit a monumental history of his country and at the same time write a popular textbook for children. M. Ernest Lavisse has accomplished this difficult task. His great work, *l'Histoire de France depuis les origines jusqu'à la Révolution*, 18 vols., 1901-1911), is admired by scholars for its scientific accuracy and lucidity of style. This same accuracy and lucidity of style is found in his *Cours Élémentaire* (A. Colin, Paris), the first book in history used in the French primary schools at the present time, and of which this American text is a reproduction. The great success in France of the *Cours Élémentaire* can be largely explained by the fact that M. Lavisse is as great a student of pedagogy as he is of history—witness his three instructive books on pedagogy,¹ and his position as Head of the École normale. If we bear in mind the additional fact, expressed in one form or another by various biographers, that "M. Lavisse is very fond of young people," no further explanation is needed. The book in its original form has already been used in this country, and in its new form it should find a ready welcome.

The American reproduction of the *Cours Élémentaire* presents an attractive appearance, with clear and pleasing type, and illustrations of an unusually interesting nature, which add much to the general atmosphere which fills the book.

The text (not including the vocabulary) consists of 196 pages, divided into 33 chapters. Each chapter contains a few illustrations, a brief running commentary on contemporary history, a *résumé* and a *questionnaire*. Chapters VIII and XXIII contain, in addition, a full-page map. The edition has two other maps, each covering two complete pages, printed on the inside of the front and back covers of the book. This procedure gives a large-sized map, but a small section of the central portion is drawn into the binding and cannot therefore be seen without difficulty.

The subject matter in the book is admirably adapted to American pupils, for while the political side of history is frequently touched upon, the main portion of the text deals with the history of French civilization. A valuable feature of the illustrations lies

¹ *Questions d'enseignement national* (Paris, 1885); *Études et étudiants* (Paris, 1890); *A propos de nos écoles*. (Paris, 1895).